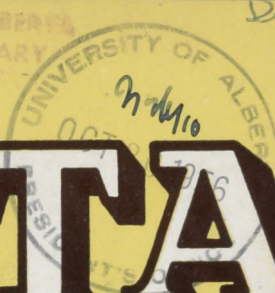


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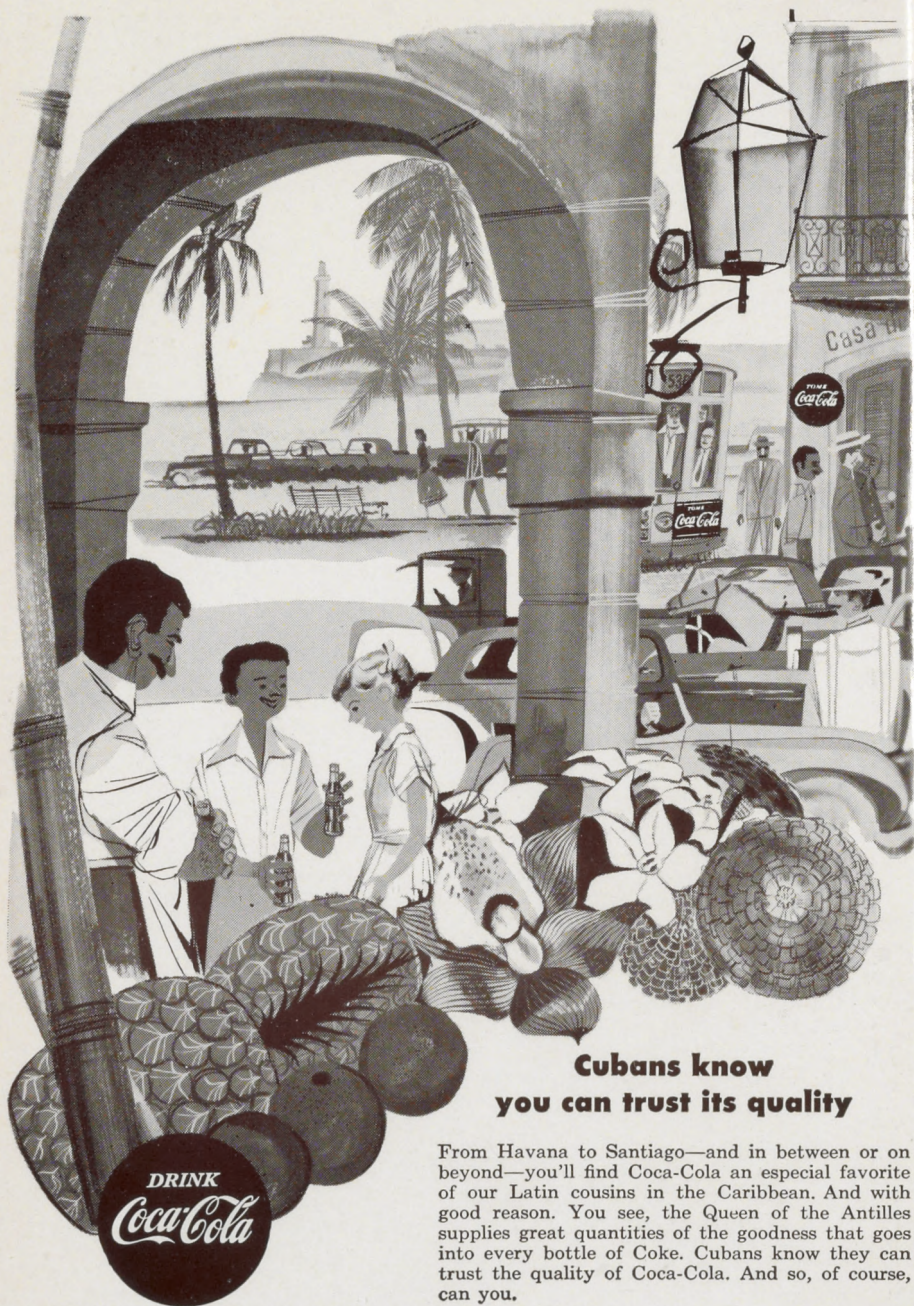
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### COVER STORY

Here is the joy of teaching—the light of learning, the sparkle of understanding. May our little miss continue to enjoy her lessons as much always.



## TO BE OR NOT TO BE

Education—our schools and universities, their curricula, students and teachers—have been news before now. But education has never before made news like it is making today. National magazines, newspapers, and even stuffy economic journals have been giving education front page space at a rate that is startling.

We think that the reason for this sudden upswing and shift in interest is the phenomenal shortage of trained people in the high school and university manpower pools. In the North American economy, the combination of unparalleled prosperity and enormous expansion in business and industry has pushed the appetite for manpower far ahead of the present ability of our educational system to meet such demands. Business and industry is in a desperate race for available manpower, the like of which we have never seen. And for the future, an even greater gap between the supply and the demand seems certain.

Management, caught in a squeeze between a manpower shortage and plant expansion, must find some solution to the problem in order to survive. In our opinion, the situation is indeed grave, even catastrophic. Coupled with extraordinary physical expansion in business and industry are amazing developments in technical processes which have overtones for the personnel required.

In the struggle for trained and capable people, firms have had to abandon many preconceived notions about the type of training their personnel should have. For example, more and more arts graduates are being absorbed by industry and are being given the necessary technical training while on the job and at considerable expense to the employer. But even this pool of manpower has been absorbed by business and industrial expansion. The problem now is, how to increase the numbers of young people who can qualify for the positions available.



Scholarship programs have been recommended and initiated. National conferences of industrial leaders and business tycoons are discussing the situation and have decided that something must be done. Just what must be done, they don't seem to know. Some, of course, indulge in the fashionable, if not rewarding, pastime of belabouring public education and particularly the high schools for not producing large numbers of bright young people. From reports we have heard, we are inclined to think that these conferences miss some very important and fairly obvious points.

Too few of our young people in high school ever graduate. What the reasons are for this situation, we cannot be sure. Like you, we hear allegations that the high school programs are too dull or are too difficult, that teachers are not doing a good job of teaching. Others say that the situation is a result of our present economy. There are more jobs than people and so our youngsters are being snatched from the high school prematurely by business and industry. A few tell us that just the cost of keeping a boy or girl in high school has forced many families in the relatively low income brackets to consent and even encourage their sons and daughters to get out and earn a living.

In September, 1954, 12,652 students were enrolled in Grade IX in Alberta schools. In June, 1955, 5,293 graduated from Grade XII. Of these Grade XII students, 1,426 had matriculation standing and the remainder, 3,867, a Grade XII diploma. The figures show that somewhere between Grade IX and Grade XII a very large number of high school students drop out. It seems certain that many of these students have the ability to continue through the complete high school program. Presumably, they are lost for ever as possible university material. This may well be the nub of the problem, for, if we are to be really serious about beating the shortage of university graduates, we must keep more and more in high school and get more and more to take university education.

Secondly, we must do something about the teacher situation. If the shortage was not so alarming, the sudden and desperate concern for the shortage of high school teachers would have a humorous twist. Just so long as the shortage was confined to the elementary



school, not too many people appeared to be concerned. After all, the effects of the shortage were not immediately apparent and almost anybody could, and did, step into elementary classrooms, armed with permits, letters of authority, student-teacher credentials, or just a plain old-fashioned governmental blessing. But it is quite another matter when we suddenly don't have enough high school teachers. On top of that, the uneasy public is being told by people in authority that not even the present training—a degree no less—is sufficient. First-line specialists, we are told, in mathematics and science particularly, and maybe even in a few of the other subjects, are essential. And then the difficulty can be compounded further by the fact that, whatever the crop of these superior young people may be in the foreseeable future, industry and business will be camped on the doorstep with an open cheque book. We have said for 20 years and we still say that salaries for teachers must be higher than salaries in business and industry if we are to compete effectively for the best people. We aren't being facetious when we say that everything else has been tried—now let's try money.

Then, too, we must study carefully our present educational philosophy, practice, and procedure. It just isn't too sensible to regard present concepts of education as sacrosanct and inviolable. We simply can't afford the luxury of muddling through to an answer. The cold and implacable efficiency of the Russian educational system in producing not only the type, but sufficient numbers of persons required by the state, is a lesson in itself. Our job is even bigger, because we want not only the technical skills but people who are educated in the democratic concept and whose attitudes and ideals make certain the survival of our way of life. Our schools, our universities, our technical institutes have got to produce these people now—not 10 or 20 years from now. Make no mistake—this is the price of our national survival in a do-or-die age.

Instead of leisurely, 'waltz-me-around-Willie' discussions on federal and provincial responsibilities, including federal aid, the can-we-afford-it-or-can't-we attitude, shoddy substitutes, endless emergency programs, scholarly dissertations on what is wrong with our schools, we need bold, imaginative, and, most of all, decisive action, for, if it doesn't come soon, the chances are we won't be needing it in the future.



# Schools and Public Libraries

CHRISTINE STEPHENS

LIFE can be complicated — what with an ever-increasing number of agencies and institutions supplying the various needs of modern society. For schools, gone are the days of straight rote learning when the teacher was the storehouse of information and pupils dutifully memorized. Activities, studies, projects, discussions, and other methods are now being used to get the student to find the answers for himself. The teacher still sets the pace but work beyond the classroom has assumed greater importance. In order to achieve success in the new system, other agencies, particularly libraries, have been called upon.

## Place of the library

Naturally, the child, when given an assignment, will go to the library expecting to find the material he seeks. In many cases, he will be surprised and disappointed that, instead of a basic text with which he is familiar, he will be given a book from which he must select his own material with the help of the index.

Why, then, do libraries not stock textbooks? It seems the obvious solution. But a library that does so is losing sight of the true reasons for its existence.

Public libraries grew out of the need of people to extend their basic education. The same is still true today. It is impossible to extend knowledge by using only the skeleton material a text contains, but in a library the serious student can build on this important foundation which his teacher has already supplied.

It is the librarian's job to introduce the student to the relevant books in such a way that his interest is stimulated and so that he learns how to find what he's looking for.

The same is true of grade school read-

ers. If a library provides nothing else for the junior grades, the children have no way of knowing that they are not the whole world of books. They become passionately concerned in scaling their reading ability by age rather than actual knowledge. There are so many attractive and delightful books for this section of a library—books designed to encourage a real enthusiasm for reading, full of humour and imagination.

Children like to read. In spite of television, films, and other distractions, they still read voraciously, but, how long would they continue to do so if they had access only to readers and textbooks?

## Book circulation

Many libraries send books to the schools—some, a certain number of volumes to each classroom for the school year, some, to the school as one collection in a single library room. In Lethbridge, we have found that frequent exchange of the books from one class to another keeps interest at a high level throughout the year, and each grade receives a new set of books at the end of every six weeks. Then too, teachers can ask for books to supplement material on a given subject which the class is studying.

It is very difficult for a library to provide enough books for all the children who are working on a project at one time. For one thing, the number of good books written for young readers on any one subject is limited and to see that the material on the shelves is sufficiently up to date to be accurate, narrows the field still further. The only solution would be to buy a large number of copies of each book, yet there would be neither



space nor justification for this when the books are used only for a very short time each year.

The pamphlet file has, to a large extent, alleviated this problem. Many pamphlets can be accommodated in the space needed for one book and they can be replaced and kept up to date at comparatively small cost. In our area, both students and teachers have made extensive use of such materials.

## Contact helps

Another excellent way to familiarize children with their library is a visit by members of the library staff to the classrooms; frequent visits are of course best for maintaining a steady level of interest. In Lethbridge, the schools are visited once a year, with the object of explaining the use of the library and encouraging membership. Then there is a display of new books to tempt the child to whom reading is only a duty. The results have been most satisfactory.

Best of all, however, is the class visit to the library. It is almost impossible for a librarian to explain in detail either the catalogue or the classification system to each individual child, but when a class comes to the library the children can be shown clearly the way in which they can help themselves and thereby enjoy a far greater use of the library's facilities. Many children have difficulty understanding the difference between a reference book and one which can be taken home and few of them realize that the number on the spine of a book really means something.

Another advantage of the class visit is the chance it gives teachers and librarians to compare their problems. There is nothing more valuable to a children's librarian than to have a teacher come frequently to the library, becoming well acquainted with the book stock and understanding the difficulties of obtain-

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**Miss Stephens is with the Lethbridge Public Library. We recommend this for your attention.**

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ing certain books. We have been able to assist many teachers in this way, and a number of them visit us regularly to look over the new books and choose titles for classroom purchases or to check bibliographical details.

## Story hours

Another way in which we have made an effort to assist the schools is with our story hours. There are several ways of conducting these—some libraries have a straight story telling period, some use films extensively. We have tried to vary our program to include a wide age group and, while some films are shown, for the most part time is divided between stories and special talks by people who have some subject of particular interest to the children. This has been very successful and has encouraged the older children to attend. The schools have been helpful in keeping the children posted on coming events, and we have tried to include topics which would be of value as a background to subjects they are studying.

## More libraries needed

Undoubtedly all schools in Alberta do not enjoy the benefits of a library. This is especially true in the rural areas and although city libraries can give some assistance by making loans, it is still not enough. Librarians throughout the province are aware of the problem and are working towards a solution by regional library service and complete co-operation. It is a tremendous task, but with cooperation and encouragement from the teachers it will be achieved.



# 10 Commandments for Principals

## ADAPTED

✓ Thou shalt honour all thy superiors that thy days may be long in the school that the school board hath given thee.

✓ Thou shalt not covet thy neighbour's school, nor his clerical help, nor his caretaker, nor his teachers, nor anything that is his. So shalt thou live in harmony with thyself and with thy neighbours all thy days.

✓ Six days shalt thou labour and do all thy work, but the seventh day is a day of rest and for paying heed to thy family. In it thou shalt not labour to mark papers, nor write letters, nor read superintendent's bulletins, nor plan testing programs, nor shalt thou by any means betake thyself to thine office, even to escape an angry spouse or a whining offspring.

✓ Thou shalt not take unto thee any graven images as the heathen do: graduation exercises, community projects, poppy sales, extra-curricular activities, and other vanities of like nature. Thou shalt not bow down thyself to worship them, for in so doing thou mayst pass by unheard many teachers and children who wait upon thy guidance.

✓ Thou shalt visit each classroom in thy school at least once a month, that the children and the teachers may know thee and what manner of man thou art, and in so doing thou shalt bring down many blessings upon thy head and benefits unto thy people.

✓ Thou shalt not consort unduly with the sirens of administration: forms, correspondence, supplies, telephone calls, textbooks; for once these have thee, they will by no means let thee go. But hearken

thee diligently to the stern goddess of supervision, so shalt thou find her the fairest and the loveliest among ten thousand.

✓ Thou shalt not press thy wisdom rudely upon thy teachers, but thou shalt introduce matters subtly and with discretion, at some propitious moment, that thy teachers may entertain these things even as their own, as in olden days some men entertained angels unawares. Thou shalt by no means be discouraged or cast down if thy teachers hear thee not in the beginning, for wist ye not that the Gospels were written four times in the Bible that even a few might believe.

✓ Thou shalt not quote thyself as an authority at any time, but thou shalt say, "research has proven", since none know otherwise. Thy mayst rely also upon, "the best authorities claim", since these can by no means agree among themselves. Or, with regard to local problems, let it be said that, "the superintendent has decided", having first made sure that this is even so.

✓ Thou shalt not take the word "democratic" in vain, nor shall it fall glibly from thy tongue, for it is as hard to arrive at a true understanding and practice of democracy as it is to walk the straight and narrow way.

✓ Thou shalt not speak unguardedly of being busy, for there be many who moan of this: indeed there be those who make great ado of this so that they may appear to be what they are not. The wise man knoweth that those who labour diligently waste not their time in saying so.

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With apologies to Munroe MacLeod and others



# Priorities P

**W**HAT makes a school public relations program click?

That's a real question. And there's no single answer. For public relations, you see, involve the three M's—media, men, and methods.

Actually, all of the ingredients for good public relations are present in most schools, large and small. But the success of the program—its strength or weakness—is dependent upon the way in which the elements are organized.

## Organization spells success

Take a look at a successful school system. Pick out the factors—personnel, plant, and activities—which make it tick. Now try to find the intangibles—loyalty, service, enthusiasm, cooperation, and others—which keep the gears of the public relations machinery lubricated. Could you give a one-word summary of your findings? It's "organization".

No public relations program can be any stronger than its organization. Without a plan which covers its major points of mass contacts—not just on special occasions, but regularly—a school system is in a constant state of unpreparedness. A well-considered plan gives unity and consistency, direction and movement, to activities that otherwise would be undertaken in a casual or haphazard manner. Every person who has public relations responsibilities must recognize that he is an important member of a team whose welfare, and that of each and every member, depends upon mutual cooperation and endeavour. Furthermore, every person must be alert to every situation whose outcome changes the climate of public opinion.

These are momentous days in school public relations programs. Parents and other interested persons are showing a

renewed desire to participate. They want to have a part in discussing, suggesting, changing, and approving policies that are to be used in their schools. They know that lay interest must accompany every step in the progress of education. On every hand they are saying, "Let us help". With the schools facing a new crisis, perhaps the most vital one in history, more and more school authorities are asking, "How can we step up the effectiveness of our public relations without increasing expenses? How can we make the most of our staff and facilities?"

There is no stock answer. Too many school heads have avoided any strict organizational plan because they have believed that it would require a large staff and a huge budget. Obviously, this is a misconception, one which is fading as more school leaders realize that they can make the most of what they have both in staff and in financial support. Actually, there are many types of organizations which range from a staff of full-time workers to the simple yet effective system in which many people—staff, parents, teachers, and students—are utilized on a voluntary basis.

No matter what type of organization is used, we must realize and accept our own, and the limitations of others. We have to search, discover, and use special abilities. This is a job for all—teachers, principals, and administrators. We need the work and support of many people and publics. We will enlist the aid of students, the home and school group, women's organizations, business, industry, service clubs, civic leaders, and others.

## The public relations committee

The members of an effective public relations committee must be chosen for



# Public Relations

## STEWART HARRAL

their special interests and abilities. You want organizational, writing, design, and speaking abilities, among other talents. You need people who can meet the press and who can get others to do special jobs. You need people who have ideas and others who can carry those ideas through. But whatever you do — don't load the 'willing horse'—spread the work around.

The committee's job may be a long-range continuing program or a short-term final project. Whatever the job is, the committee will need support from all elements of the school system as well as from the publics it seeks to influence.

### Know who you're talking to

Naturally, if you plan to reach the people of your community, then you must study the factors which make your locality different. It will pay you to learn all possible about attitudes, income, occupations, educational levels, prejudices, and 'power structures'. Who are the most influential persons? How do they feel toward the school and its objectives? Have they ever been invited to participate in educational events and programs? Know the various groups within your community—fraternal, civic, religious, business, recreational, cultural, professional. Learn their strengths and weaknesses, their objectives and programs, and their relationship to the work of the schools.

### Information needed

Your citizens are often critical of schools because they are misinformed. If Miss Jones and her group of 25 fourth-grade students march downtown

in the middle of the morning, someone may exclaim, "What are the kids doing out of school at this time of day?" This reaction may be avoided, at least partly, by informing the general public of the many values of students knowing their community—its interests, its goals, and its characteristics.

Your public relations program, you see, is most effective when it is geared to local needs. You and your public relations committee, together with administrative officials, should decide where community understanding needs strengthening. Any area where criticism is usually present is a sure sign that public relations is needed there.

Every teacher must remind herself, "What I do in and out of the classroom adds to the total attitudes which people have toward the schools". Teachers should always be the most important corps of goodwill ambassadors for the system.

Be sure that your public relations program is organized for both harmony and efficiency. Decide upon objectives in terms of community needs. To get the best results from your program, be sure that it is continuous and that it reaches all publics. Try to impress upon each member of the 'school family'—administrators, bus drivers, teachers, principals, custodians, officials, students, and others—that each has a task to perform. Unity makes strength. That's the biggest priority in public relations.

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Dr. Stewart Harral of The University of Oklahoma was consultant for the Educational Publicity and Public Relations course at the ATA Banff Conference.

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**Simplicity and emphasis are musts—**

# How to Write

**I**F over coffee you asked Emma Pace of Red Gap High School to describe her favourite pupil, she might reply something like this: "Why, George is a bright boy, a tall, quiet chap who plays football. He holds down an after-school job as clerk in a drug store."

But, if you asked her to describe him in a teachers' professional journal, her reply certainly would come out this way: "In regard to the pupil under discussion, he is distinguished by his intelligence, is tall in height and quiet in manner, and engages in athletic activities. His extra-curricular employment consists of a position as a purveyor of sundries at a drug-gist's establishment."

Thus can writing for print, like an alchemist's lodestone in reverse, transform gold into dross. It can change amiable teacher into austere educationist, his prose from simple, understandable English into a soggy gray mass of unintelligibility. His efforts at communication result all too often in excommunication.

Teachers—and even school administrators—are human beings. And they read like human beings. They'll settle down in their spare time with their professional journals, flip through the pages, stop here and there as something catches their fancy, and give it a try. But only the most dedicated educationist, tired at day's end, would plow to the end of an article as needlessly obscure as this fairly typical passage from a teachers' magazine.

The objectives for the organization of such clubs would be both to motivate appropriately selected individuals toward future endeavour and study in essential scientific areas, and to provide a nucleus group of individuals charged with the continuous orientation of our youth on scientific progress. Such orientation should be in terms of the functional significance the progress has to society.

## Elements of good writing

Since teachers read like human beings, authors addressing them should write like human beings. After analyzing the prose in some three score teachers' magazines this past summer, I've concluded that it lacks perhaps a half dozen elements of good writing.

### ✓ Economy

For at least three reasons, you should make every word in your article pull its full weight. One is consideration for your reader; courtesy demands that you trespass on his hospitality no longer than necessary. Another is that space is limited; the needless words with which you pad your article may deprive some other author of his chance to speak. Still another, and most important, is that emphasis demands economy. You can't make your point emphatically if it is hidden in a cotton ball of words.

Several stylistic failings contribute to wordiness. One is using the noun phrase instead of the gerund. For example, a teacher will write "in the preparation of lessons" instead of the briefer "in preparing lessons". Another common fault is using a verb phrase instead of a verb, as for example, "reached the conclusion" instead of "concluded", "made the assumption" instead of "assumed".

But the big devil is the phrase that does the work of but a single word. As an editor, I've a mental list of some 50 such phrases which trigger my blue pencil into action. Space forbids listing them all, but the following should give you a start toward compiling your own list: "at the present time" instead of "now", "in spite of the fact that" instead of "although", "in the event that" in-



# Like a Human Being

THEODORE PETERSON

stead of "if", "it is probable that" or "it is not unreasonable to suppose" instead of "probably".

## ✓ Strong verbs

Verbs, someone once remarked, are the engines that power your sentences. Surely one cannot write strong sentences without using strong verbs. Many an otherwise good sentence sags because the author has used that deterrent to economy, the verb phrase, or circumlocution. Thus an author will write, "The new regulation made itself felt by lowering the average teacher's take-home pay." Anything that lowers the teacher's take-home pay, we can grant, has "made itself felt". If we replace that verb phrase with a single appropriate verb, our sentence becomes, "The new regulation lowered the average teacher's take-home pay." Likewise, an author will write, "The lesson served the purpose of causing pupils to think for themselves" instead of the stronger, "The lesson made the pupils think for themselves."

The passive verb seems almost as indispensable to the writer of educational prose as do such models of ambiguous jargon as "school situation" and "pupil-oriented". "The lessons were enjoyed by the pupils", he writes, or, "The work was done by a committee"; never, "The pupils enjoyed the lessons", or, "A committee did the work". The writer should prefer the active verb to the passive if only because it helps him observe a third element of style.

## ✓ Personal references

Teachers, who deal with people all of their professional lives, seem oddly reluctant to include them in their sentences. Instead they make ideas, highly abstract ideas, the heroes of their sentences. "Refusal of employment of married teachers continues in some districts", they write, instead of the more personal, more natural, "Some school boards still aren't hiring married teachers." Or again they will write, "Studies have been made of the factors considered in the problem of choosing a lifetime vocation", instead of the more personal, "Research workers have studied the points that people consider in choosing their life's work." Teachers could advance the cause of readable prose by a decade if they would never use the words "factor", "condition", and "problem" in anything they write.

## ✓ Concreteness

Writing concretely is a virtue, for concreteness gives your prose strength, vividness, and action. Learn to prefer the concrete noun to the abstract, woolly noun, the specific verb to the general verb.

Here's a paragraph chosen at random from a teachers' journal.

The conclusions point up that the high sociometrically status children are characterized by certain strong social assets rather than by the absence of negative behaviour factors.

What, pray, is a "high sociometrically status" child? What does the author regard as "social assets", as "negative behaviour factors"?

To be sure, most teachers do not load on the abstractions quite so heavily as that; their prose is more on this line:



"Unsettled economic conditions were a factor in causing teachers to utilize the services of their credit union offices as a means of solving their personal financial problems." If we trade the abstract for the specific in that sentence, we get: "In those lean years, pay cheques came seldom if at all. Teachers flocked to credit union offices for money for groceries, rent, doctor bills—all of their personal needs."

The specific verb will give your prose action. Let's take the following sentence as an example: "She entered the room." Now, for "entered"—a general verb—try substituting the verb that most accurately describes just how she got into that room—"skulked", "trudged", "wiggled", "loped", "waddled", "sailed", "skipped", and so on through Roget and Webster.

#### ✓ **Simplicity**

Simplicity as an element of writing embraces many things. In a way, it is hard to divorce it from the other elements we've been talking about. Indeed, simplicity is one of the net results of putting those elements into your writing.

Simplicity involves avoiding extraneous ornamentation, the high-flown phrase, the elegant phrase, which some authors still regard as the mark of good writing. Sir Arthur Quiller-Couch spoke wisely and well when he said: "Whenever you feel an impulse to perpetrate a piece of exceptionally fine writing, obey it—wholeheartedly—and delete it before sending your manuscript to press."

One foe of simplicity is circumlocution. Some writers can never call a spade a spade; for them it is "an instrument with wooden handle and metal scoop used in conveying dirt, gravel, and debris and in performing sundry other tasks". For them, old teachers never die; they "pass to their eternal reward". For them, women never have legs; they have "nether limbs".

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**Dr. Peterson is a professor of journalism at the University of Illinois. He was consultant for the course in Educational Publications at the ATA Banff Conference.**

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Another foe of simplicity is the elegant word rather than the simple word which best conveys one's meaning. For many teachers turned writer, a meeting never ends; it "terminates". Classes do not begin; they "commence".

Simplicity was the virtue Somerset Maugham had in mind when he remarked, "It's better to be bald than to wear a curly wig".

#### ✓ **Emphasis**

Finally, writing should be emphatic. It should make the points that the author wishes to make, for the communication of ideas, information, or both is the aim of most articles in teachers' magazines. Like simplicity, emphasis is not an element unto itself; it is the result of including the other elements in one's writing. Yet certain techniques of sentence construction can make for emphasis. Alliteration, repetition, balance, proportion, position—all of those things can contribute to emphasis.

In talking about those elements of good writing, I'm aware that I've committed a pedagogical sin: my categories are not mutually exclusive. As I've indicated, several of those elements overlap. The economical writer probably will be a simple writer and an emphatic one. But all of those elements do provide an answer to the question, "Need teachers' writing be dull?" As an educationist would say, "The answer is in the negative"; as we human beings would put it, "No".



# Three Problems in Getting Better Group Function

ROBERT T. WELTZIEN

**Y**OUR local group is a mirror of your effectiveness in group action. Its apathy, its fumbblings, or its vigour and decisiveness reflect the sum of individual concerns for its health and growth.

Everyone wants good local meetings, decisive committee sessions, enthusiastic members. All of these and more too can be had—for a price.

What makes a group tick? Why does a meeting drag? Why do people talk more—and to the point—outside and after a meeting than before? What explains subsequent resentment and rebellion by many to the decisions made in group meetings?

Very few of us have learned to work together in groups. We have trouble getting started, few of us say what we really think—many of us don't say anything at all. We know what we want our group to do but we don't know how to do it; we just don't understand enough about group action.

There are three basic problems to effective group action which must be faced and solved if we want to improve our capacity of working together. These problems can be stated simply, the symptoms described precisely, and corrective measures can be recommended.

## How to 'break the ice'

There is a feeling of awkwardness in the group. Several people say little or nothing. There may be a number of lengthy pauses. The group doesn't get down to brass tacks. Comments are on the surface and there is little attempt to deal with the problem before the group.

Almost everyone feels uncomfortable

in a new situation. We wonder what the other people in the group are like and what they think about us. Many of us are conscious of the status of others in the group. We may be actually scared and we play it safe by sitting back and saying little, by not exposing ourselves. We are most comfortable in situations where we have tried and successful patterns of behaviour to use. In the new situation we may have no guide lines to go by. In a sense, every new group reactivates some of the concern we felt as children in facing an unknown situation.

■ A key in helping 'break the ice' is to devise ways in which members of the group can relate to one another. When the unknown becomes known, group members will feel more comfortable and will be able to express their ideas. Introduction techniques are useful but beware of the frequently used method of having each group member give his name and position. You may simply reinforce status consciousness and make group members say to themselves, "Gosh, I'm not going to talk in front of that superintendent!" Try dividing the group into small groups of two or three, giving them time to 'interview' each other and introduce each other to the total group. It is much easier at first to talk to one or two people than in front of the whole group.

## How to work for real participation

People stay away from meetings in droves. A few of the faithful carry the whole load of organizational work. Calls for help on committee work are rarely answered. If the program chairman gets



a real attraction, perhaps a dynamic speaker, and advertises the meeting well, that particular meeting may be quite well attended. The speaker is applauded warmly and comments are enthusiastic. At the next business meeting, attendance drops back to the usual 40 out of 200. Members plead distance, work overload, and other engagements.

Involvement of group members depends on whether the program and aims of the organization meet, at some point, their individual needs. Few persons have sufficient sense of duty to attend regularly and participate in meetings which 'miss the boat' as far as they are concerned. We may have a clue in the fact that when salary negotiations are the topic everyone shows up. In the teaching profession as well as in other fields, this is a problem common to all. If members, on the other hand, are offered a program in which they are not involved personally, they will feel little inclination to attend. Another point—merely arousing interest by putting on a good show does little to involve people. The dynamic speaker may stimulate and interest, but there is little communication or opportunity for the member to relate to the speaker or to others in the group. There is generally little follow-through.

■ See that your program meets the interests and needs of your members. One method is to spend the first meeting of the year letting the membership discuss what they want to tackle during the coming year. You might divide into groups of six to twelve and allow fifteen minutes or so for small group discussions. Then have a recorder report to the total group. Have a large blackboard to note down the ideas of the groups. There will be duplications which will be helpful in establishing common problems. Let members help designate, provide, or assign a committee to consider the problems and report back later. Or you may prefer to send out lists of suggested topics earlier. Allow a plan to check and leave some blanks so that additional ideas can be noted.

Continue to refer to the group to check the direction and accomplishments of your group. In a small group you may wish to use the observer, a person designated to take a special look at how the group is doing, both as to its task accomplishment and how it is performing as a group. Give members an opportunity to say how they feel about individual meetings. You might use anonymous mimeographed forms on which members may indicate whether they thought the meeting good, average, or poor, and a place to comment. Or take a part of the last meeting of the year to consider the year's program. Try subgrouping and discussing the various meetings with suggestions as to next year's program.

Make sure that members' ideas and contributions are really accepted. Are you running this group in order to see what a wonderful leader you are or to help the members assume real responsibility for the success of the group? In a democracy it is important to help each individual to make his maximum contribution to the group. It is also an important key to getting and keeping participation.

## **How to make large group meetings more productive**

Large group meetings are a special problem. This might be a typical pattern. The speaker makes a good talk, the audience applauds, the chairman calls for questions, there are lengthy pauses, a few desultory questions, and the meeting is over. Was it a success?

Whether the large group meeting (50-75 or more) was successful depends on its purpose. Do you want to inform or simply to entertain? This traditional pattern of the speaker and audience may be successful. Do you want to involve membership as a basis for decision-making or change of attitudes? Then, it probably wasn't a success. The audience is passive, seldom involved on a feeling level. Research has shown that little attitude change is produced by the average meeting of this type.



■ Consider an application of some of the techniques mentioned earlier. You can have a speaker or panel present material and use the small group technique. It can even be done in an auditorium where the seats are fastened down. Have six people in the front row turn around in their seats and have six people in the row behind. Let a recorder present questions to the speaker or panel—or have the recorders become a question panel on the stage.

You may wish to focus the audience thinking during the presentation. Divide the audience into halves or thirds — one group to concentrate on the feasibility of proposed changes, the other group to concentrate on methods to be used. Another method which will encourage good discussion and real involvement is to seat the audience in groups of twelve to fourteen around tables. Try a coffee break before the meeting starts. When the group discussion starts, they will be ready to deal with the problem.

Consider presenting the problem to the large audience by having several persons dramatize the problem in front

of the group. Decide on parts and an informal script ahead of time. Everyone in the audience will have the advantage of a common experience with which to start and the novel method will rouse initial interest.

Use the brief written anonymous evaluation form so that you can get data on whether you hit the mark.

The emphasis in this article has been on meetings in which decision-making and problems of change are involved. The importance of participation has been stressed. An attempt has been made to look at reasons for lack of involvement and participation. Some techniques have been suggested. Democracy in our society is a way of working out our problems together. Our group meetings are practical evidence of our success. An understanding of the why's of individuals' behaviour in group situations and dedication to the democratic method are necessary to make the suggested techniques work well. It's not easy. It takes time, work, and careful planning, and it can result in the best type of democratic group function, where leadership is perhaps more important than ever.

## *ATA Bonspiel*

How about a teachers' bonspiel to be held in Edmonton during the Christmas vacation?

The bonspiel has been approved by the Executive Council of the Alberta Teachers' Association, and a tentative committee has been set up to make the necessary arrangements.

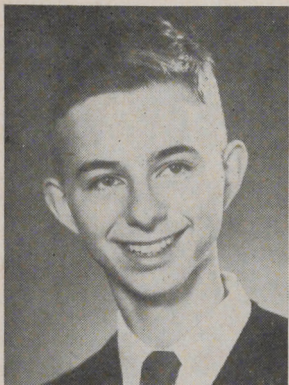
Ice will have to be reserved, a date set, and entry fees decided. It is hoped that a banquet may be held following the bonspiel and that a meeting will

be arranged to make future plans. Fortunately, the Edmonton Men Teachers' Curling Club has several sheets of ice reserved for **Saturday, December 29**, and its executive has graciously offered the use of the ice for a teachers' bonspiel.

If you want to enter a rink, please write to **W. Roy Eyres, Barnett House, Edmonton**. Write soon so that the committee will have an idea of whether or not to proceed with final arrangements.



# ATA Education



**DONALD G. FOWLER**



**DOROTHY MAE FRANKISH**



**LILLIAN MUNZ**

**F**IVE education students, one from Edmonton and four from southern Alberta, have won \$500 scholarships awarded by the Alberta Teachers' Association. They are Donald G. Fowler of Edmonton, Dorothy Mae Frankish of Foremost, Lillian Munz of Barons, Richard B. Staples of Delia, and James K. Nielsen of Calgary.

The first four have resumed their studies at the University of Alberta, while Mr. Nielsen will begin graduate studies next year after teaching this term.

The five \$500 scholarships are a part of the scholarship program commended one year ago by the Alberta Teachers' Association. This year, 11 scholarships, each valued at \$500, were offered to teachers in the field, graduates of other faculties proceeding to the B.Ed. program, intramural students in the final year of B.Ed. studies, and education graduates. It is believed that the program is the only one of its kind currently offered by any professional teachers' organization in Canada.

Mr. Fowler, the winner of The H. C. Newland Scholarship, is a native of Edmonton. He attended Oliver Junior High, Victoria Composite High, and University High. Following his graduation from high school he won an Alberta Hotel Association scholarship. During his university career, Mr. Fowler has won a University of Alberta Honour Prize and the John Henry Stanley Memorial Prize in History. Mr. Fowler has been editor of *The Gateway* and has appeared in Studio Theatre productions.

Dorothy Mae Frankish of Foremost is winner of The C. O. Hicks Scholarship. After completing Grade XII in Foremost, Miss Frankish won the Foremost Lions Club Scholarship for studies in the Fac-



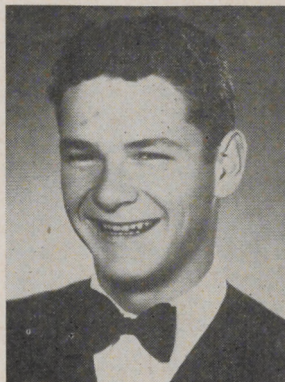
# Scholarships

ulty of Education of the University of Alberta. During her two years at the Calgary Branch of the university she served on the council of the Education Undergraduate Society. Following completion of her third year university program last April, Miss Frankish served as a substitute teacher in the Foremost School Division.

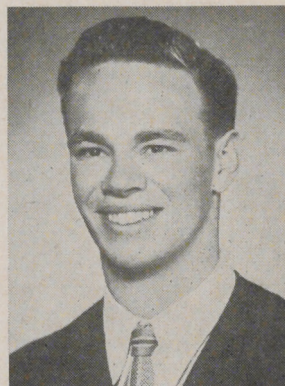
Winner of The M. E. LaZerte Scholarship is Miss Lillian Munz of Barons. Miss Munz was active in church activities during her high school years in Barons, serving as organist, Sunday school teacher, and camp leader of the CGIT. She has studied piano, and took a summer session in dramatics at the Banff School of Fine Arts. For two summers she took commercial training in Calgary.

Richard B. Staples was born in Calgary. He received his education in Delia, Sylvan Lake, Morrin, and Drumheller. Mr. Staples is majoring in physical education and will use The H. D. Ainlay Scholarship for his final year at the Faculty of Education. Following his high school graduation, Mr. Staples wrote and passed his examinations for admission to the regular officers' training plan in the Canadian Army. Last summer he was in Germany for training with a regiment of the Princess Patricia Canadian Light Infantry. Mr. Staples' father is at present principal of Delia Schools.

The John Walker Barnett Scholarship is awarded to James K. Nielsen of Calgary. Mr. Nielsen received his B.Ed. degree during spring convocation and intends to commence his M.Ed. program next year after a term of teaching in Edmonton. While attending the Calgary Branch of the University of Alberta, Mr. Nielsen was business manager of the students' yearbook. Last year in Edmonton, he was a member of the council of



**RICHARD B. STAPLES**



**JAMES K. NIELSEN**

the Education Undergraduate Society and was delegate to the Western Canada Student Teacher Conference in Winnipeg. Mr. Nielsen has been active in young people's groups of the Presbyterian Church, in choral groups, and in intramural sports. He hopes eventually to specialize in guidance work in senior high school.



# Key Persons in

**W**HAT goes on in the classroom is the curriculum! Regardless of the breadth or the limitations of a teacher's experience and training, she is responsible in a large measure for the educational experiences that boys and girls will have in her classroom during the year. Presumably she will be reasonably well supplied with textbooks and a variety of useful classroom aids. She will have at her disposal all of the department of education guides that are applicable to her grade or the subjects she is expected to teach. In addition, principals, supervisors, and superintendents stand ready to help in every way they can. Yet, even with these aids and services the main job of providing the pupils with a good program is still hers.

## Who plans the curriculum?

What will she do? In what kinds of activities will she have her pupils engage? Obviously she can and must make many choices in planning a suitable program for them. But how far can she go in devising or adapting the program to suit the particular needs of her group? To what extent must she follow departmental bulletins? What groups outside of those in her own profession have a share or have the right to be considered in the educational decisions that she makes? And finally, does she really have an opportunity to contribute and participate effectively as an individual or as a member of her association in the determination of educational goals and procedures beyond the confines of her own classroom?

Education is too important to be controlled by any individual or any one group. The parents and the general public, the local leaders, the teachers, the

department, and the pupils are vitally concerned. Moreover, the help and ideas of each of these groups are urgently needed if our type of society is to survive and continue to grow.

## Parents are partners

Parents, as the children's first teachers, have relinquished to the teaching profession the task of continuing and extending that part of their children's training and education which they are not qualified to provide themselves. However, this delegation of responsibilities does not imply a lessening of interest. Down through the years parents and public-spirited citizens generally have continued to retain a deep respect for education and a firm belief that those things which they want for their children and their society can be obtained through education. Ultimately, parents determine what shall be taught in our schools and the general direction in which education should go. Leadership must come from educators but the parents still retain the right to be kept informed about our aims and the procedures we use. Only by acquainting them with our plans and by encouraging their participation in the general discussion of our problems can we be assured of the continued support we need.

## The department directs

The British North America Act makes education a provincial responsibility and hence the various branches of the department of education must make regulations, provide curriculum guides, and exercise such supervisory control over education as will insure that common educational objectives are realized. The department too is often able to coordin-



# Curriculum Planning

ate local efforts and see that the needs of special groups are not overlooked. The provision recently of a residential school for deaf children is an example of the latter type of service which is normally beyond the resources of a local district.

Teachers are more and more being used in the preparation of curriculum guides and other curricular material. The opinions of teachers from all parts of the province are sought by the department and incorporated into the final drafts of its publications.

## The local group

If curriculum planning is finished with the publication and distribution of department bulletins, then much of the thinking that has entered into their preparation will have been wasted. Only those teachers who helped make them will have benefitted. However, modern provincial guides are meant to suggest good practices and not to prescribe exactly what must be done. Teachers and local groups should use their own initiative in adapting the contents to suit their own needs. Unless the local groups study, revise, and adapt department outlines to the local requirements, no worthwhile change can take place. When the teachers of a local group study a new course outline, it becomes their program and not just another government statement to file away and forget. For the follow-up study and for help in implementing the suggestions contained in the guides, faculty, department, or teacher-members of the original committees are always willing to serve as consultants.

Local leaders, including city superintendents, divisional superintendents, supervisors, and principals must make

## A. GEORGE BAYLY

certain that the provincial objectives are being properly interpreted and realized in terms of the particular needs of their city, division, or school. They are in a good position to anticipate new problems and help prepare teachers for necessary curriculum changes. By virtue of their accumulated experience they can stimulate curriculum work among their own teachers and aid them in the solution of their problems. The delegates felt that the failure of administrative officials to provide leadership can result in either confusion or apathy among their teachers with a resulting decline in professional interest.

## The teacher applies the curriculum

Important as the opinions, skill, and help of the other groups are in determining curriculum goals and procedures, what the classroom teacher does determines the kind of learning which goes on in the classrooms, shops, and playgrounds of our schools. The teachers are the dominant group in curriculum planning.

There is no doubt that teachers must have more training in curriculum planning and development than has been the case in the past. For this reason, domination of curricular activities by small committees is declining everywhere as curriculum workers realize that teachers cannot be expected to use effectively something which they have not had a hand in developing themselves. Participation at all levels and in every phase brings growth and status, and with them, the understanding and confidence



so necessary to intelligent, creative teaching.

### **Teachers give time freely to curriculum improvement**

Teachers, working individually, with their principals, with their superintendents, or through their locals are doing a tremendous amount of curriculum work of good professional quality. Collectively, the teachers of this province are willingly devoting many thousands of hours of their own time to educational projects which have only one aim—better education for all of their pupils.

In most areas, testing programs are being developed and administered by teacher groups to establish standards and to secure a basis for instructional emphasis. Programs to improve language instruction are underway in widely scattered areas such as Provost, Westlock, Peace River, and Pincher Creek. Red Deer is only one of many centres which has organized a comprehensive remedial reading program, and Taber is doing some experimenting with a new science program.

### **Resource units most valuable**

In addition to projects of this nature, several centres, including Calgary, Lethbridge, and Edmonton, have enjoyed considerable success in producing teacher resource units to help them carry out the enterprise program more effectively. Work of this type represents one of the most valuable and rewarding kinds of advanced curriculum planning in which groups of teachers can engage. It is a type of curriculum activity which comes closest to their own classroom work and yet it involves making a study of objectives and procedures affecting the entire program. While units prepared by others are helpful, teachers have also discovered that the most benefit is gained through actually making their own.

### **Local curriculum committees**

As curriculum work becomes more diversified in a division or a large school

system, teachers need some type of coordinating organization to facilitate their operations. For several years Edmonton elementary teachers have channelled all their activities through an Education Committee. Last year, the ATA local in the Brooks area formed a similar organization known as a Professional Emphasis Committee. While varying in detail, both groups act as steering committees to help to determine policy for their respective systems, to organize various projects, and to evaluate the results. Both work in cooperation with teachers, principals, sublocals, superintendents, and their respective school boards. On several occasions, both have secured help from faculty and department members on special problems.

### **Boards recognize importance**

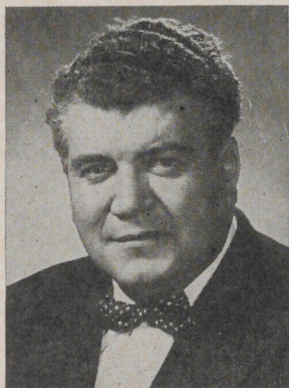
As might be expected, teacher participation in curriculum work is more general and continuous in larger centres where groups can be brought together more readily. In such areas, expert help can be secured almost at a moment's notice and there are usually more experienced teachers available to help. But reports from other areas continue to show that where teachers are genuinely interested in doing a good professional job, obstacles can be overcome. Every district seems to have a nucleus of competent, conscientious men and women who are keeping their projects going in spite of large turnovers in staff. Even where distances are too great, curriculum activity is maintained on a school unit basis. Elsewhere transportation expenses are shared or borne by the locals and in some cases by the school boards themselves. In fact, many of the latter grant regular time off from classroom duties for committee work in appreciation of what curriculum activity can mean in terms of improved learning for their children.

The evidence shows clearly that the classroom teacher does have a real opportunity to determine educational ob-

*(Continued on Page 38)*



# President's Column



A free educational system is a jewel without price. It is the lifeblood and the breath of democracy.

## Free competition of ideas

The very life of democracy is dependent on the free competition of ideas, which in turn makes possible our social processes and industrial wealth. Shackle and curb this free exercise of the mind and you sow the seed of the authoritarian state. Impatience with the slowness of the democratic process is the spawning ground for totalitarianism. Was it not Churchill who said that foolishness must be tolerated so that wisdom might prevail.

And so it is that, in free competition of ideas, the heresies of today can become the orthodox concepts of tomorrow. But one rarely, if ever, knows in advance which ideas will survive and which will be cast aside in the testing laboratory of life itself.

## The price of survival

Education can be free in the sense that the public purse makes schooling available to all. But it is really free only

if it is unfettered by control of ideas as well. The economic concept of free education is firmly entrenched. But freedom of ideas is assailed openly and indirectly. The price of maintaining freedom of ideas is constant vigilance—vigilance against those forces which would impose elements of control on what people think.

The fundamental duty of an educational system in a democracy is to train the intellect to think. Its objective is to create and to develop mental attitudes and attributes that can use freely the knowledge and technical skills obtained through sheer schooling. Knowledge and technical skills alone can and have produced radar, guided missiles, and nuclear weapons in slave societies.

## The custodians of democracy

A critical mind is not a gift. The elements of judgment can be developed in school. Obviously, the habit of the critical attitude, the tendency to weigh in the balance, can flourish only in a climate where men's minds are free. And teachers above all others are and forever will be custodians of this freedom of ideas.

If ever there is to be dedication of purpose among teachers it must be to this end. They must guard jealously their right and the right of others to exchange and to discuss ideas. They must reject without concern for personal comfort attempts to regiment their thinking and the school curriculum. They must subject to searching scrutiny all and every proposal for change, lest by surreptitious move or by design their freedom to think becomes fettered.

Teachers can never be civil servants. The responsibilities of the civil service are entirely different from those of educators. And I hasten to add, there is no intent here to question or to impugn the



integrity of this arm of government. Civil servants are, however, subject on occasion to political pressures, and such pressures, be they ever so slight, would abort the free interaction of ideas so vital to democratic education.

Because the step from a provincial salary schedule to the civil service is so short, teachers have rejected and will continue to reject the adoption of a uniform salary rate. Suspect also are suggestions that teachers' rights to collective bargaining under *The Alberta Labour Act* be redefined in other statutes. Under plausible guise, our personal rights can so quickly be forfeit and the ability of the teacher to foster for the future our tradition of freedom, emasculated. There is no short cut to democracy.

## *Du Pont Scholarship*

Miss Phyllis Norma Parker, Rosebud, Alberta, has been awarded a \$1,500 Du Pont of Canada Scholarship. Miss Parker entered the University of Alberta in 1953 with an Imperial Order Daughters of the Empire, Second War Memorial Matriculation Bursary. She graduated from the university in May with a B.Sc. degree in Arts and Science.

The Du Pont Scholarship is designed to encourage competent science students to enter the teaching profession. The scholarship competition is open also to science teachers in the secondary schools. Miss Parker received one of 15 such scholarships made available by Du Pont of Canada across the dominion.

## *CBC School for Parents—1956*

Dr. S. R. Laycock, former dean of education at the University of Saskatchewan, will be speaker in this series which he has conducted since the first was broadcast on the Canadian Broadcasting Corporation in 1942. Dr. Laycock is a recognized authority on child psychology and parent education. His new book, *Brief Chats With Parents*, just published by The Copp-Clark Publishing Co. Ltd., embraces the kernel of his talks over the CBC. For many years, Dr. Laycock has worked closely with the Home and School and Parent-Teacher Federation, serving for a time as its national president. He estimates that he has spoken to more than 1,000 home and school and parent-teacher associations from the Maritimes to the Yukon.

"Discipline at Home" is the title of Dr. Laycock's **1956 School for Parents** to be heard on Trans-Canada Matinee beginning November 1 and continuing for nine Thursdays. The broadcasts will be heard at **2:30 p.m. MST**. Questions discussed in the nine talks will be—

- November 1 —What is Discipline?
- November 8 —Cornerstones of Effective Discipline
- November 15—Discipline That Works
- November 22—Punishments—Good and Bad
- November 29—Discipline and Eating
- December 6 —Discipline and Sleeping
- December 13—Discipline and TV, Radio, and Comics
- December 20—Discipline and Family Chores
- December 27—The Well-disciplined Child



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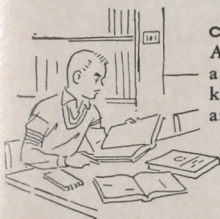
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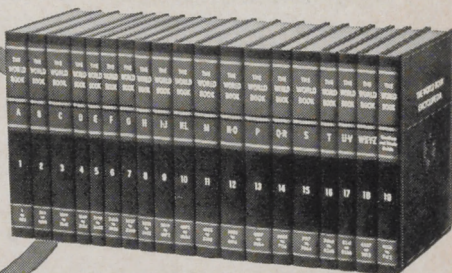
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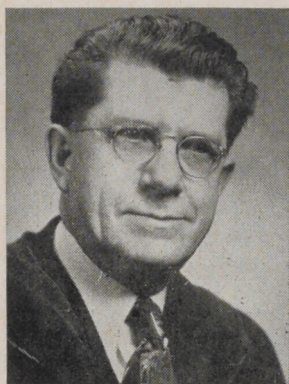


# Teachers in the NEWS

During the summer, **Dr. M. E. LaZerte**, former dean of Alberta's Faculty of Education, was appointed dean of the College of Education at the University of Manitoba. Dr. LaZerte has accepted the appointment for one year.

A native of Iroquois, Ontario, Dr. LaZerte attended the University of Toronto, the University of Alberta, and in 1928, received his Ph.D. degree from the University of Chicago.

Dr. LaZerte has been a high school teacher and a principal at Hardisty and



**M. E. LaZERTE**

at Medicine Hat. After serving as high school inspector for the Department of Education, he was for nine years a member of the University of Alberta's philosophy department. In 1929, he was appointed director of the university's School of Education, and in 1942, following the establishment of the Faculty of Education, he was named dean.

For two years following his retirement as dean, Dr. LaZerte was research director for the Canadian School Trustees' Association. The job culminated with the

publication of Canada's first authoritative study of school finance across the dominion. Dr. LaZerte is a former president of the Alberta Teachers' Association, the Canadian Teachers' Federation, and the Canadian Education Association. He was recently named Alberta member of the Historic Sites and Monuments Board of Canada.

Dr. LaZerte's immediate task in Manitoba is the reorganization of the university's School of Education which lost all of its staff when members resigned to accept positions with the newly established Faculty of Education in the University of British Columbia.



**D. D. CAMPBELL**

**D. D. Campbell** of the Department of Extension of the University of Alberta has been named director of that department in a reorganization move. Senator Donald Cameron, former director, is to continue as director of the university's Banff School of Fine Arts.

Mr. Campbell was born in Medicine Hat and received his public and high school education there. After discharge from the RCAF, he took his B.A. and B.Com. degrees at the University of British Columbia. Since 1949, he has been with the Department of Extension.

**Dr. A. W. Reeves**, formerly assistant director of school administration with the Department of Education, has been appointed chairman of the new division of educational administration and supervision in the Faculty of Education.



# Teachers' Pets

A series of favorite classroom projects  
for elementary school teachers.

By EDITH FITCH, Teacher  
GRADES 1 to 8  
RED DEER, ALBERTA

**MATERIALS NEEDED:** Art  
paper, Paint brush, Black India  
ink, Needle, (or other sharp-  
pointed tool), SARGENT Hexagon  
Crayons

## "SCRATCH WORK"

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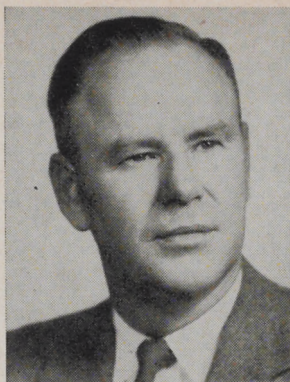
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**A. W. REEVES**

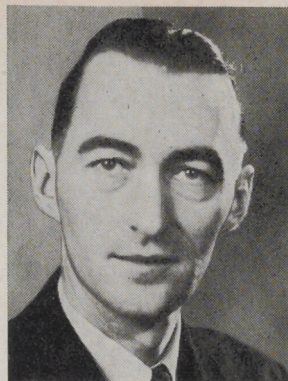
The new division, with assistance from the Canadian Education Association and the W. K. Kellogg Foundation, will co-ordinate the undergraduate program in administration and will provide improved programs for graduate study. It is expected to attract key students from all parts of Canada for work leading to the master's and Ph.D. degrees in this field.

Dr. Reeves is a graduate of Alberta, Chicago, and Stanford universities. In his doctoral program he specialized in educational administration and supervision. He has taught in elementary and high schools in the province and was superintendent of schools in Pincher Creek, Holden, E.I.D., and Bow Valley School Divisions. He also served for a number of years on the staff of the Edmonton Normal School, interrupting this service by three years with the RCAF.

In 1947, he was appointed high school inspector and in 1954-55 he represented the Department of Education on the Coterminous Boundary Commission. In the fall of 1955, he was appointed assistant director of school administration for the Department of Education.

Recently appointed assistant director of school administration for the Department of Education is **Dr. G. L. Mowat**. Dr. Mowat was formerly a member of the high school inspectors' staff with headquarters in Edmonton.

Prior to enlistment in the RCAF in



**G. L. MOWAT**

1942, Dr. Mowat taught for six years in the southern part of the province. From 1945 to 1946, he was principal of the Barnwell School. In 1947, he was appointed superintendent of schools for the Foremost School Division and in 1950, he was appointed inspector of high schools with headquarters at Calgary.

Dr. Mowat took his B.Sc. degree in industrial arts at Brigham Young University, and his M.A. and Ed.D. degrees from Stanford University.

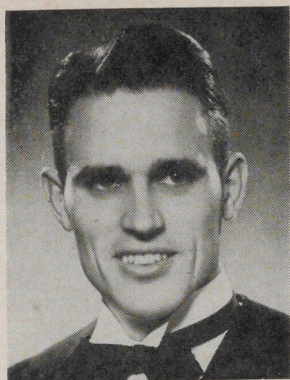


**J. C. JONASON**

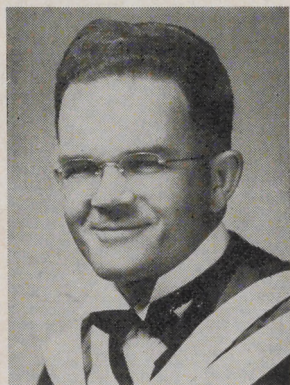
Formerly superintendent of schools with the Clover Bar School Division, **Dr. J. C. Jonason** has been appointed to the provincial high school inspectors' staff. Dr. Jonason assumed his new post on September 1.

W. E. Frame, chief superintendent of schools, has announced the following

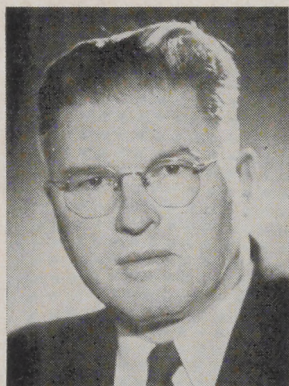




**C. E. CLIMENHAGA**



**GEORGE FILIPCHUK**



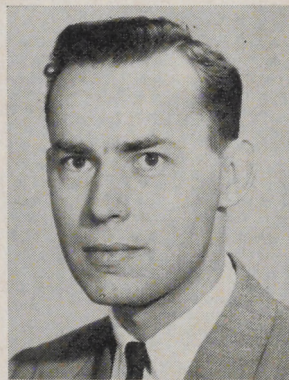
**FRED HANNOCHKO**

transfers and appointments in the department's divisional and county supervisory staff—

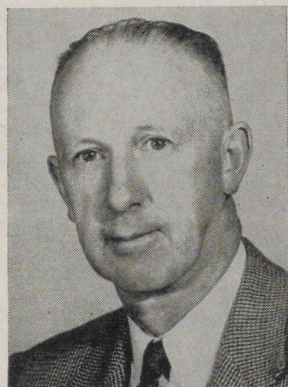
—**J. B. Bell**, formerly principal of Ver-

million High School, to the Spirit River School Division No. 47

—**C. E. Climenhaga**, of the Edmonton teaching staff, to the post of superintendent-at-large



**S. P. HENCLEY**



**J. A. MCKAY**

—**George Filipchuk**, formerly principal of Thorhild High School, to the Lac la Biche School Division No. 51

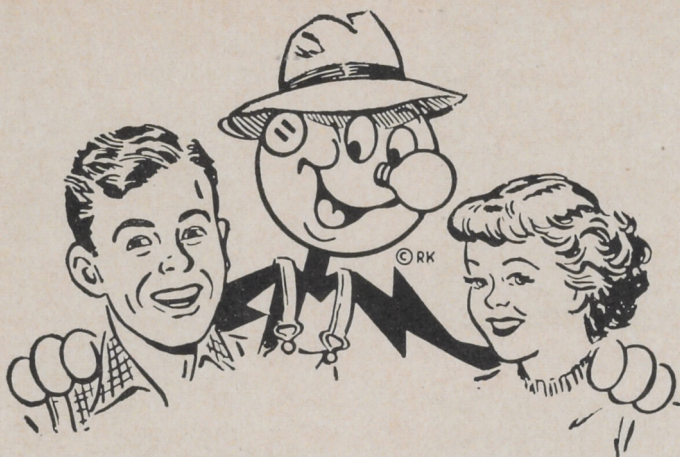
—**Fred Hannochko** from the Two Hills School Division to the Stony Plain School Division No. 23

—**S. P. Hencley**, formerly principal of Stettler High School, to the County of Warner No. 5

—**J. A. McKay** from the Pincher Creek School Division to the Medicine Hat School Division No. 4

—**N. Myskiw** from the Lac la Biche School Division to the Two Hills School Division No. 21





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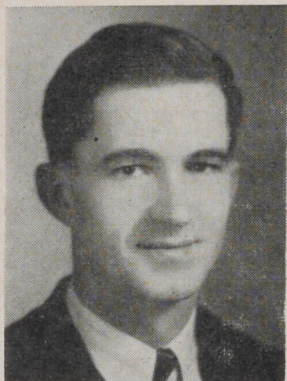
We're proud, too, of the teachers of Alberta who are guiding the mental and physical activities of these young people that they may be better prepared to meet the responsibilities which await them.



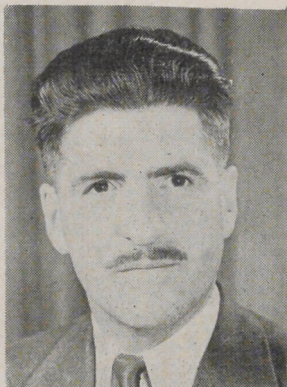
HELPING TO BUILD A BETTER ALBERTA



—Dr. K. H. Thomson from the Spirit River School Division to the Pincher Creek School Division No. 29



**N. MYSKIW**



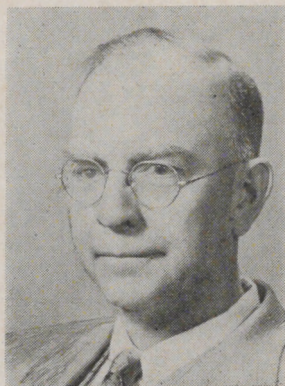
**K. H. THOMSON**



**L. A. WALKER**



**C. M. WARD**



**M. MacLEOD**

—**L. A. Walker** from the Medicine Hat School Division to the Clover Bar School Division No. 13

—**C. M. Ward** from the post of superintendent-at-large to the Acadia School Division No. 8.

Two new inspectorates have been established in the province. **M. MacLeod**, formerly superintendent of Stony Plain School Division, has been appointed superintendent of the Edmonton Suburban Inspectorate. Schools in this inspectorate include Beverly Public and Separate, Normandy, Griesbach, five private schools, and two Indian schools.

**A. D. Jardine**, formerly employed by the High Prairie School Division as assistant superintendent, has been appointed superintendent of schools for the Fort Vermilion School Division No. 52.



**A. H. Elliott**, formerly superintendent of schools for Acadia School Division, resigned to accept the principalship of Fort Saskatchewan High School.

**R. A. Kimmitt**, superintendent of schools for the County of Warner, resigned to accept the post of superintendent of schools for Lethbridge Separate School District No. 9.

West Jasper Place School District No. 4679 has announced the appointment of **R. Samoil** as assistant superintendent of schools. Mr. Samoil was formerly vice-principal of Sherwood School in Jasper Place.

**Miss R. O. Henderson**, a former teacher at Victoria Composite High School in Edmonton, has been appointed assistant professor of physical education in the University of Alberta.

**O. S. Geiger**, formerly principal of Capitol Hill Elementary School in Calgary, has been appointed director of elementary education, Division II for that city.

Appointed assistant professor of education at the Calgary Branch of the University of Alberta is **S. Norris**. Mr. Norris formerly taught in Cayley School.

**Miss Joyce Wonnacott**, formerly of Strathearn Junior High School staff in Edmonton, has accepted appointment as lecturer in art and music in the Faculty of Education.

**Mrs. H. G. Parkinson**, formerly of Essex, is teaching Grade I in Rancho Santa Fé, California. Mrs. Parkinson writes that she and her husband live in a luxury trailer at Riviera Rancho, Leucadia, California.

**Miss Edith Nancy Thompson** has been appointed assistant registrar of the Department of Education. Miss Thompson, who holds the degrees of B.A. and M.A. from the University of Alberta, has for some years been a high school teacher on the staff of the department's Correspondence School Branch. She has been vice-president of the Correspondence School Branch Local of the ATA.

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To the Editor:

The Alberta Federation of Home and School Associations is always pleased to give assistance in organizing home and school associations or in giving help to those already established.

Through your magazine, I should like to ask Alberta teachers to refer local groups who wish to organize to the vice-president in charge of organization, Mrs. R. V. McCullough, Red Deer, and to refer associations already organized who desire help to the vice-president in charge of extension, Mrs. A. P. Hunter, 8315-120 Street, Edmonton.

We thank Alberta teachers for help in the past, and we will appreciate their assistance in making these names known to groups wishing aid for organization or extension.

Yours sincerely

M. L. McCULLOUGH

(Mrs. R. V.)

The Alberta Federation of  
Home and School Associations  
Incorporated

**Editor's Note—The HSA helps teachers and education. Let's give them a hand.**

To the Editor:

As usual, we are very eager to get some addresses of young Canadians, preferably between the ages of 15 and 18, who would like to correspond with young students in Germany, Austria, or Switzerland.

May we ask you to contact some

schools in which German is taught and tell them of our request and in due course forward suitable addresses to us.

Yours faithfully

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**Editor's Note—Teachers might inform students of this opportunity.**

To the Editor:

It is requested that some appeal be made to the teachers in this province to complete all the items of the School Opening Report. The Dominion Bureau of Statistics which publishes information on teachers' salaries and qualifications has encountered serious difficulty because some hundreds of Alberta teachers have failed to report their salaries. We have tried to supply the information from other sources, but it would be appreciated if the teachers themselves would complete all parts of the report as requested.

The secretary-treasurer of the Canadian Teachers' Federation attended a meeting in Ottawa a few years ago and agreed, on behalf of the teachers, to a request being made for all the items of information. It is believed that the publication of facts by the Dominion Bureau of Statistics is in the best interests of the teachers themselves.

Yours very truly

H. E. BALFOUR

Director of School  
Administration

Department of Education  
Edmonton, Alberta

To the Editor:

The Women Teachers' Association of Toronto would like to bring to the attention of your teachers a coming event which will be of interest to all members of the profession in Canada.

His Excellency the Governor-General of Canada will address the association at

*(Continued on Page 38)*



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## **The Carlton Trail**

Russell, R. C., 834 University Drive, Saskatoon, pp. 102, \$1.50.

This historical tale is about the Carlton or Saskatchewan Trail which led from Fort Garry to Fort Carlton on the banks of the North Saskatchewan River near the present town of Duck Lake in Saskatchewan. The author presents a careful record of the early history of the region over which the trail passed. Included in the story are references to such famous men as Sir George Simpson, Captain Palliser, the McDougall's, Rev. Daniel Gordon, and Rev. James Nisbet. Russell tells about the buffalo hunt, dog teams on the trail, the telegraph line, stage coach travel, the Mounted Police, and the survey for the railroad. The book which is well-illustrated is a valuable addition to the history of the West.

## **First Flowering**

Frisch, Anthony, editor, *British Book Service (Canada) Limited*, Toronto, pp. 210, \$1.95.

The editor has collected original works by young Canadians from every province in the Dominion. The material was the response to a nation-wide contest conducted through secondary schools in Canada last year. After reading the poems, stories, and essays, you will be pleasantly surprised with the quality and the ability of our young Canadian writers.

## **The Gnosis**

Kingsland, William, *George Allen & Unwin Ltd.*, London, pp. 230, 16s.

The Gnosis or Ancient Wisdom in the Christian Scriptures is the last work of the late William Kingsland. The author

states that the book is written for those who are out of touch with Christianity in any of its current doctrinal or sacerdotal forms. Kingsland goes on to say that the teaching of the Ancient Wisdom or Gnosis is fundamental in the Christian Scriptures, but that it has been overlaid with the doctrine and duress of the priestly hierarchy. The author goes to great length contending that the esoteric interpretation he outlines is confirmed by science and scholarship. He cites references and refers to citations from research workers.

## **The Tenth Wonder, Atomic Energy**

Pearl, Carleton, *Little, Brown & Company (Canada) Ltd.*, Toronto, pp. 129, \$3.25.

Pearl has been responsible for writing in laymen's language about much of the work of the pioneer atomic physicists. In this, his first book, he tells the story of how men learned to release atomic energy. The most fascinating part of the book comes when Pearl considers the enormous future possibilities of atomic energy in agriculture, medicine, and other industries. Pearl talks about nuclear-powered ships and trains, about heat pumps for buildings and homes, atomic clocks, plants treated by radiation, atomic fertilizers, radioactive tracers for medicine. Young people and adults both will enjoy this book.

## **High Days and Holidays**

Foster, Annie H. and Grierson, Anne, *The Ryerson Press*, Toronto, pp. 96, \$2.50.

For the curious boy or girl, and for even the curious adult, here is a handy little book. It is a collection of facts about statutory holidays and other special days of interest to Canadians. The authors tell about the origin, the history, and the customs associated with each day. The material is arranged under each month. The last section of the book is Newfoundland's Story with a special appendix of holidays celebrated in Canada's newest province.



### **Totem, Tipi and Tumpline**

Fisher, Olive and Tyner, Clara, J. M. *Dent & Sons (Canada) Limited, Vancouver*, pp. 263, \$2.75.

This book is a collection of Canadian Indian legends and customs. The authors, Dr. Olive Fisher of Calgary, and Miss Clara Tyner, recently retired from the Edmonton City school staff, have prepared stories based on facts and have collected actual legends. The collection deals with prairie, eastern woodland, mountain, and Pacific coastal tribes. The last section of the book contains stories of Indians of today in Canada. This is one of the very few books which deals particularly with Canadian Indians.

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### **Letters to the Editor**

*(Continued from Page 34)*

its annual dinner on Monday, November 12. His talk will be broadcast over the Trans-Canada network.

Yours very truly  
CLARA ADAMS  
Publicity and Public  
Relations Convener

To the Editor:

As I read through the September issue of our professional magazine I could not help being impressed with the number of able and mature persons connected with our occupation. Also, I was impressed with the fact that practically all these teachers in the prime of their productive years are not teaching. Some

are in administrative jobs and others are teaching other people how to teach. Few if any are directly engaged in classroom teaching, and this generation is the poorer because of that fact.

In law, medicine, engineering, and dentistry the case is surely different. Top-notch men in these occupations may teach, but usually they practise their professions too. The turnover in teaching makes quantity production of replacements necessary, but it seems to me too bad that we encourage the cream of our profession to separate themselves from the direct practice of their craft.

Yours sincerely  
E. E. HYDE  
11130 - 56 Street  
Edmonton, Alberta

**Editor's Note—How true! how true!**

---

### **Key Persons in Curriculum Planning**

*(Continued from Page 22)*

jectives and procedures. While her most useful contribution will always be in the curriculum planning that she does with her own pupils, her ideas and suggestions will always be welcomed and used at both the local and the provincial level. Through continuous study of the purposes of education and the social forces which influence curriculum construction, she can make her contribution even greater. Her effectiveness as a member of the curriculum team is a certain measure of our growth as a profession.

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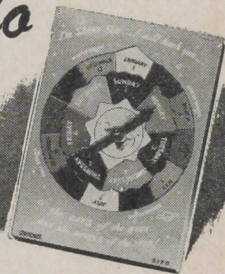
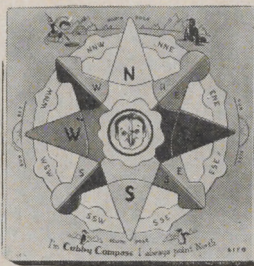
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# NEWS from our Locals

## **Calgary Rural Sublocal**

New teachers were introduced by their principals at the sublocal's first meeting at the Airdrie School on September 20. The new slate of officers elected at the meeting is as follows: L. W. Bunyan, president; Mrs. D. M. Warren, vice-president; J. S. Bernakevitch, secretary-treasurer; Miss D. G. Ambury, lunch convener; P. Stefenchuk, councillor to local; William Bell, chairman of salary policy committee; F. Worger, interpretation committee representative; and Mrs. J. Luft, press correspondent. An interesting program is planned for the October meeting when Mrs. Mickelthwaite will give a talk on the making of bells, Mr. Bunyan is to speak on his week at the Banff ATA Conference, and R. L. Bittle will review a new insurance scheme for teachers.

## **Calgary Suburban Local**

The first meeting, on September 27, held in Manning Egleston auditorium, was well attended by the local members. The new officers are: F. A. Morrell, president; L. L. Gaetz, vice-president; Jennie Y. Sweet, secretary-treasurer; Mrs. Hannah Smith, program convener; and Mrs. Olive M. Fairfield, press correspondent. Group insurance, salary schedules, and pension plans were discussed and committees were formed to continue study about these topics. New teachers were introduced and welcomed.

It was decided to try to publicize the local's scholarship open to Grade XII students from Bowness, Cochrane, Forest Lawn, Glenmore, and Montgomery Schools. This scholarship of \$200 will be paid in two equal instalments at the be-

ginning of the first year and at the end of the second consecutive year in education. The scholarship will be awarded to the student with the highest academic standing in Grade XII final examinations who is a graduate of one of the junior high schools in the local area.

## **Drayton Valley Sublocal**

A meeting of the sublocal was held on September 25 in the Drayton Valley High School, with 19 teachers present, representing Dunnington, Violet Grove, and Drayton Valley Schools. Rose Wolters acted as chairman and Elizabeth Whyte was secretary. The first order of business was the election of a new slate of officers for the 1956-57 term, the results of which were: O. Kupchenko, president; Mrs. P. Tyler, vice-president; Zetta Brown, secretary-treasurer; Rose Wolters, councillor; and Mrs. E. Bullen, press correspondent. Future meeting dates were set as the third Wednesday of each month. The question of various forms of group insurance came up for consideration but was tabled until the October meeting pending the receipt of more information on the topic.

## **Drumheller City Sublocal**

The sublocal held its first meeting in the Junior High School in Drumheller on September 19 with 40 teachers in attendance. Plans were made for the fall track meet at Rosedale on October 5. Newly elected officers for the current term are: T. Hanson, president; W. Behuniak, vice-president; Mildred Brannum, secretary-treasurer; and Mrs. M. White, press correspondent.

## **Drumheller Division Sublocal**

The following officers were elected at the first meeting of the year held in Morrin, September 25: J. Mraz, president; J. Holeman, vice-president; Mrs. M. Sterne, secretary-treasurer. ATA local delegates are C. Jones and J. Paetkau. Press representative is Brian Webster. The locations of future meetings were decided upon, and Mr. Mraz gave a re-



port on his week at the Banff ATA Conference.

## Forestburg Sublocal

F. J. Milaney was elected president at the sublocal's first meeting of the current school year held at the Alliance School on September 19. Other officers are: J. L. Voloshin, vice-president; Victor Ploc, secretary-treasurer; R. J. Leskiw, councillor; Mrs. M. J. Vincett, news reporter; and E. J. Slettedahl, film coordinator. Discussion followed concerning the awarding of scholastic prizes sponsored by the sublocal and other organizations. Awards are now made to the girl and to the boy with the best record in Grade IX, to the pupil with the highest mark in each of seven Grade XII subjects, and to the pupil receiving high grand aggregate marks in six Grade XII subjects. Mr. Milaney described the sublocal filmstrip library available to the teachers. At the November meeting to be held in Forestburg, a workshop on

current educational problems is proposed.

## Highway 21 Sublocal

The first meeting of the sublocal was held at the Trochu Valley School on September 20 to elect a new executive. Officers for the coming year are: W. Kitt, president; A. Selinger, vice-president; Mrs. W. Anderson, secretary-treasurer; Miss E. Mattson and E. Traub, councillors; and Miss M. E. Green, press correspondent. Following discussion, several suggestions for future meetings were given to the program committee. Meetings will be held on the first Wednesday of each month, rotating among Huxley, Three Hills, and Trochu.

## Holden Sublocal

The new sublocal slate of officers, elected at the September meeting, is: Dorothy Barlow, president; Jean Murray, vice-president; Judith Stearns, secretary-treasurer; Mrs. E. Madsen, press representative; W. Ogradnick, sublocal representative; and Ralph Gorrie, sports representative. Mrs. V. Dowhaniuk is lunch convener, and members of the social committee are Eleanor Derdak, Elmer Kleinschroth, and G. Mealing. "The delinquent child in the schoolroom" was the topic in the discussion period, and suggestions for future meetings were made.

## Irma Sublocal

The election of the 1956-57 executive was the chief business at the first meeting of the sublocal held at the Irma School on September 24. The new president is Mrs. M. Millar; Mrs. M. Murray is vice-president; Mrs. E. McRoberts, secretary-treasurer; and Mrs. K. Clumstad, press correspondent. There was a brief discussion on the coming convention in Vermilion.

## Red Deer City Sublocal

The sublocal entered the 1956-57 school year under the direction of the following slate of officers who were

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elected at the June meeting: William P. Smith, president; Ralph Pettibone, vice-president; Mrs. Margaret Seelye, secretary-treasurer; Stan Mallett, chairman of salary policy committee; Mrs. Mabel Nash, program convener; Trudie Fellner, coordinator of cultural activities; and Mrs. Etha Metz, local councillor.

There was a record attendance at the first meeting held at the Central Junior High School on September 18. Mrs. Metz reported on the remedial room project begun by the board as a result of study by the sublocal. Instead of a single remedial room for Grades IV, V, and VI, as was carried on last year, an alternative plan is being tried under which all pupils thought capable of benefitting by remedial work in each of the three grades will be allocated to separate rooms. It is hoped that a comparative study of results under the two systems may help in determining the best method of approach to this problem in Red Deer. The courses of studies for accelerated pupils, which constituted the sublocal's 1955-56 professional study, are now being integrated into the elementary system. Consideration is being given to the selection of a professional project for the current year.

An informal and hearty form of 'ice-breaker' was decided upon, and the group anticipates an enjoyable wiener roast and singsong under the energetic chairmanship of Vernon Archer. Regular meetings will be held on the second Wednesday of each month.

### St. Albert Sublocal

W. Soprovich was elected president for the current school year at the first meeting held on September 25. Other officers are: C. O. Goulet, vice-president; Marie Wolniewicz, secretary-treasurer; R. C. Ferguson, councillor; and Mrs. L. H. Vague, publicity convener. The teachers were addressed by F. W. Mercer of Edmonton who outlined the ATA health insurance plan. A social gathering of all the teachers in the Sturgeon Division was proposed by Mr. Ferguson. Regular sub-

local meetings will be held on the first Tuesday of each month.

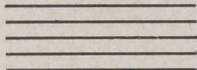
### Vauxhall Sublocal

Teachers of the sublocal elected their executive at the first meeting for the 1956-57 school term held in early September under the chairmanship of Ralph Ringdahl, principal of Vauxhall School. The new officers are: Zella Calvert, president; J. Engel, vice-president; Edith Thiessen, secretary-treasurer; and Emerson Wright, publicity convener. Hays, Enchant, Travers, and Vauxhall Schools were all represented. New members to the teaching staffs were welcomed and introduced. The program for the meeting was under the direction of the male teachers of the Vauxhall School, and the ladies of the Vauxhall staff catered for the evening session.

### Vulcan Local

The first meeting of the new school term was held in the library of the Vulcan High School on September 19, with

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Vice-President Marion McKay as chairman. Each principal introduced the members of his staff, after which minutes of the previous meeting were read and approved. F. Burchak reported on the liability insurance carried by the county, which the school committee considers is adequate. E. Miklos suggested that the teachers try to obtain an endorsement to protect them. Plans were made for the county track meet which, this year, is divided into three groups—Brant, Vulcan, Champion, and Carmangay; Armada, Milo, and Lomond; and Herronton, Arrowwood, and Mossleigh.

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## Essay Competition

The Royal Empire Society has announced its 1956-57 essay competition for school children. The annual competition stresses the role the British Commonwealth is playing among the nations of the world.

Last year, 860 essays were written and winning entries came from schools as far apart as Newfoundland and British Columbia. Especially noteworthy is the fact that many of the best essays came from remote districts where library and reference facilities are limited in the extreme. The nine money prizes range from \$15 to \$50 with 45 special prizes to be awarded those receiving honourable mention. Entry deadline is **January 1, 1957**, and all entries should be addressed to The Royal Empire Society, 1405 Bishop Street, Montreal, Quebec.

**Class A** applies to students of 16 and under 19 years of age on December 31, 1956 and the subject is—"What would you consider to be the main advantages and disadvantages (if any) of remaining within the Commonwealth for (a) a non-self-governing territory approaching independence, and (b) an independent country of the Commonwealth and Empire?" Length of the essay is not to exceed 3,000 words. Three prizes, of \$50, \$35, and \$20, are offered.

**Class B** for students from 14 to 16 has the choice of—"A locust, a Tsetse-fly, and a mosquito meet to boast of the harm each could do to man—write an imaginary argument for each", or "The use made of either irrigation or hydro-electric power in the Commonwealth and Empire". Length of the essay is not to exceed 2,000 words. Prizes are \$40, \$30, and \$20.

**Class C** for students under 14 years offers this topic—"If you had to plan an exchange visit with a boy or girl of your own age from another and distant part of the Commonwealth and Empire, describe the arrangement you would make for your guest in your own country, remembering that the visit is to last a

month and that your visitor will wish to see as much as possible in the time. Also write a letter to your guest telling him (or her) what you would like to see in his (or her) country, giving your reasons." This class offers three prizes of \$30, \$20, and \$15 for essays which do not exceed 1,000 words in length.

Teachers and principals can obtain further particulars regarding the competition by writing to the secretary of The Royal Empire Society at the address given above.

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# Secretary's Diary

## **Banff ATA Conference**

The eighth annual conference was held at the Banff School of Fine Arts the week of August 20. Sixty-five teachers enrolled in the general course. Robert T. Weltzien, Seattle, Washington, Dr. Stewart Harral, Norman, Oklahoma, A. George Bayly, Edmonton, and Frank J. Edwards, Edmonton were consultants for Group Dynamics, Educational Publicity and Public Relations, Curriculum Making, and ATA Organization, respectively. The course in ATA Publications was given by Dr. Theodore Peterson, Urbana, Illinois.

There were two panels—one on ethics, under the chairmanship of H. J. M. Ross, assisted by Mrs. Inez K. Castleton, G. S. Lakie, and P. M. Owen, and the other on pensions, under the chairmanship of Lars Olson, assisted by Miss Eva Jagoe, Frank J. Edwards, D.A. Prescott, and Eric C. Ansley.

The eighth Banff ATA Conference was just as successful as the others have been. To date, approximately 500 teachers have attended one or more of the conferences, and I am certain that they have helped to improve local meetings, ATA conventions, our Annual General Meeting, and our relationships with school boards and the public. The core of the conference is still group dynamics.

## **Collective Bargaining Seminar**

A seminar in collective bargaining was held at the Banff School of Fine Arts, at the same time as the Banff ATA Conference, under the direction of F. J. C. Seymour, assistant general secretary, who was assisted by K. A. Pugh, of the Board of Industrial Relations, A. B. Wetter, of the Department of Education, and H. J. M. Ross, president of the Alberta Teachers' Association.

This is the first seminar in collective bargaining held in this province, although we have had regional conferences and district meetings and collective bargaining groups in the Banff ATA Conference in previous years. The seminar marks another step in the development of collective bargaining procedures. If the teachers who attended the seminar get some practical experience this year, and if they like the work, it is likely that there will be significant improvement in collective agreements throughout the province in the future. Collective bargaining is a specialized field in which a few people with the knowledge and the know-how can do a great service for all teachers.



## M. E. LaZerte goes to Manitoba

About the only good thing that has happened lately to the College of Education, University of Manitoba is the engagement of Dr. M. E. LaZerte as dean. This spring, Neville V. Scarfe, the dean, resigned to accept the post of dean of the new Faculty of Education in British Columbia, and took all the other members of the staff with him. Why?—well, because of salaries and working conditions.

Later, I was really surprised to find out that the members of the College of Education at Manitoba were earning about \$2,000 more per year than the members of the Faculty of Education at the University of Alberta. Alberta should be relieved that British Columbia didn't aid our staff.

It is apparent that salaries for the staff at the Faculty of Education, University of Alberta must be improved without delay. Alberta cannot afford to have the staff of the Faculty of Education broken up.

## St. Andrews' Conference, September 9, 10, and 11, 1956

The recent National Conference on Engineering, Scientific, and Technical Personnel, convened by A. V. Roe (Canada) Ltd., is of particular interest to teachers.

According to press reports, the conference was called to consider the extent of the manpower shortage in the fields of science and engineering in Canada. A. V. Roe (Canada) Ltd. invited senior officers from more than 50 of Canada's largest industries, the presidents of universities and the deans of engineering of about 15 Canadian universities and colleges, and representatives of engineering societies.

The September 15 issue of *The Financial Post* gave a detailed account of the discussion and action taken. Two of the main decisions made were to establish an Industrial Foundation on Education and to set up a committee to explore the feasibility of establishing a National Advisory Committee on the Advancement of Education.

Personally, I was disturbed by two things. One was that the press was not invited to attend meetings of this conference, and the second was that no one representing elementary and secondary education was asked to attend. Perhaps, as a result of these two oversights, the only report in most newspapers was that the conference blamed Canadian high schools for the lack of technical manpower, and also reported that the Hon. C. D. Howe pooh-poohed any idea of a technical shortage.

If business and industry and, in particular, this committee, wish to do something for scientific and technical personnel, they will have to do something for education, not only at university level, but at the



high school and elementary school levels. We suggest that in an important matter like this all authorities should be consulted, particularly representatives of school systems, trustee and teacher organizations.

### **Bonnyville case**

About a year ago, I outlined the teacher troubles in the Bonnyville School Division in some detail. Everything has now been settled to the satisfaction of the Alberta Teachers' Association, with the possible exception of the salary for one teacher. The Executive Council had decided to appoint a committee "to investigate the charge that the board of trustees of the Bonnyville School Division and the superintendent had dealt in an unfair manner with one or more teachers on the Bonnyville staff". In some ways, it was unfortunate that the investigation in Bonnyville was not commenced earlier, because it may be some time before the Alberta Teachers' Association will have another such flagrant case of unfair treatment in which the teacher is not protected either by school law or common law.

### **Teacher records**

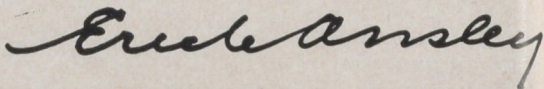
Please see Mr. Balfour's letter to the editor in this issue about the school opening report. These reports should have been completed and sent in during the first week of school.

### **Executive Council meeting**

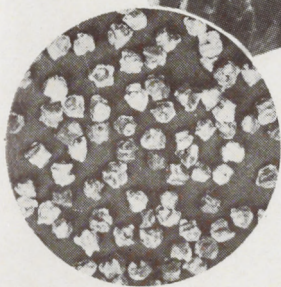
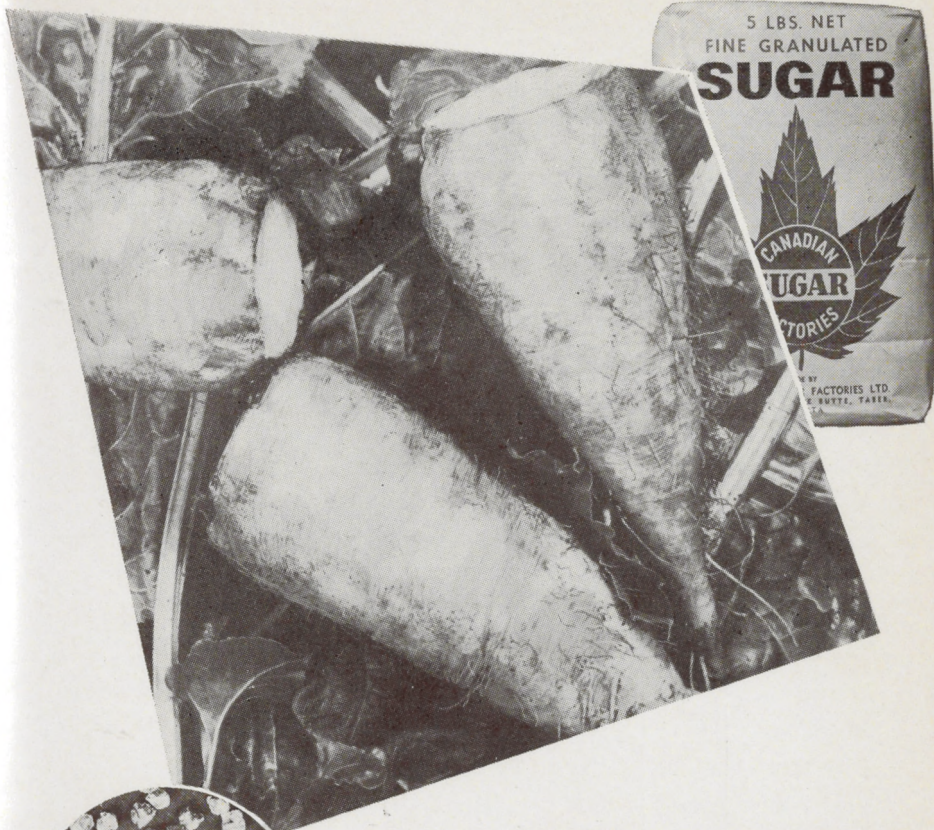
A regular meeting of the Executive Council was held on September 7 and 8. The main items on the agenda were recommendations for salary negotiations this year, and the reception and consideration of numerous reports, such as those on the Leadership Course for School Principals, the BCTF Workshop, the Banff ATA Conference, the Board of Reference cases for this year, the Scholarship and Loan Committee, the Western Conference of Teacher Educators, and the CTF Conference.

### **Teachers' Retirement Fund**

The Board of Administrators regrets to report that it purchased securities for the fund through C. A. Macdonald & Co. Limited and, although payment for the securities was made to the broker in the usual course of business during May, 1956, the securities have not been delivered. The matter has been referred to the board's solicitor, and a further report will be made when the situation becomes clear.







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